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ABSTRACT

This bibliography contains references to materials relating to language learning and development in the young child, specifically, speaking and understanding language. Receptive, communicative and expressive language as well as particular facets of language imitation and production are topics included. Reference materials are listed in four major sections. Section I provides a foundation of readings in language development, learning, and competencies. Included are the works of major theorists on how syntactic and semantic competencies are acquired and the developmental achievements which index and illuminate this acquisition. Section II provides resources and ideas for oral language curricula for infants, preschoolers, and young school-age children. Such references should be particularly useful for those who are responsible for promoting language-enriching experiences for young children either individually or in groups. Section III contains references to resources concerning the social interaction patterns, particularly the language milieu of the family in which the child is reared. Research reports are included which correlate language development with specific kinds of family experiences and parental language inputs. Section IV is devoted to measures of early language functioning. (Author/CS)

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A BIBLIOGRAPHY

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Language Learning, Language Development: A Bibliography

This language bibliography focuses primarily on the very young child from infancy through the earliest school experiences. The bibliography addresses itself especially to speaking and understanding language. Receptive, communicative and expressive language as well as particular facets of language imitation and production are included.

Reference materials are distributed in four major sections.

Section I provides a foundation of readings in language development, learning, and competencies. Included are the works of major theorists--sometimes contradictory in their conceptualizations--on how syntactic and semantic competencies are acquired and the developmental achievements which index and illuminate this acquisition. The still intriguing problem of the relation between early vocalizations and later language development is discussed by some authors. Others, among them Catalano and McCarthy (1954), suggest the usefulness of early infant language measures as predictors of later intellective functioning. Several authors deal in depth with the broader topic of the relation between language and cognition.

Several other language relationships are explored in the references. The relation between receptive and productive language is one. Some researchers report on the relation between language labels as mediators and children's performance on discrimination learning and problem-solving tasks.

Other background readings systematically explore the effects of life variables, such as birth order, ethnicity, multiple births, bilingualism, sex, and socioeconomic situation on language acquisition and functioning.

Some of the references, such as Cazden (1972), and Stone & Church (1973), provide lengthier or more concise reviews and useful descriptive summaries of knowledge to date on the language landmarks and capacities of the very young child. Also referenced are descriptions plus reports of findings from service and research projects which involve a variety of language enrichment or remediation efforts with young children.

Certain topics are only sparsely covered in this section. The development of the severely language retarded or handicapped child and varieties of treatment processes are touched upon in only a few references. Primarily this bibliography focuses on the broad spectrum of "normal" development in language functioning.

Another topic not intensively covered here is the development of reading ability, although curricular suggestions to develop pre-reading skills will be found in Section II. A rich literature exists in the reading field. See Cazden (1970) for a recent bibliography review which does cover reading skill development. The present bibliography, however, concentrates more on the decoding and encoding of oral language and on the development of abilities in the language arts of speaking and listening rather than reading and writing. Relationships between these skill areas have indeed begun to be explored in research and in practical curricular experiences with young children (Lee & Van Allen, 1963; Loban, 1963). Some interesting evidence has been gathered in these explorations. Ackerman (1974), for example, reports that in the first two grades increasing complexity in oral language production was not found to be related to children's increasing progress in learning to read. Reading progress was, on the other hand, positively related to written language complexity. The relations between the various language areas will certainly need further investigation.

Section II provides resources and ideas for oral language curricula for infants, preschoolers, and young school-age children. Such references should be particularly useful for those who are responsible for promoting language-enriching experiences for young children either individually or in groups.

Section III references resources having to do with the social interaction patterns, particularly the language milieu, of the family in which a child is reared. Research reports are included which correlate language development with specific kinds of family experiences and parental language inputs. Although this section could have formed part of the basic reading section in language development, the crucial nature of the family in facilitating the development of language abilities in infants and preschoolers warrants the inclusion of such references in a separate section.

Section IV is devoted to measures of early language functioning. Some of the referenced assessments can be used by teachers as formative evaluation, helpful for making decisions about specific curricular efforts which might be more appropriate with particular children in a learning environment. Thus, some of the references in this section may be useful in conjunction with the curricular suggestions of Section II in indicating the needs of particular children with respect to language programming.

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Section I

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Section II

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